

# Arts Integrated Lesson Plan



**ART FORM:**  
Theatre



**SUBJECT AREA:**  
Reading/English  
Language Arts

Lesson Title:

**Identifying character traits in *The Legend of the Indian Paintbrush* by Tomie dePaola**

Grade:

1

Contributor, School:

Deborah Young, Snow Hill Elementary School

Time Frame:

45–60 minutes or two to three media center visits

## State Curriculum Content Standards, Indicators, Objectives

### Fine Arts Content Standard(s)

3.0 Creative Expression and Production:  
Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

### Reading/English Language Arts Content Standard(s)

1.0 General Reading Processes  
Topic E: General Comprehension

### Fine Arts Content Indicator(s)

3.2 Demonstrate knowledge of theatre performance and production skills in formal and informal presentations.

### Reading/English Language Arts Content Indicator(s)

1.4 Use strategies to demonstrate understanding of the text (after reading).

### Fine Arts Content Objective(s)

3.2.1 Use selected posture and movement to enact improvised characters.  
3.2.2 Use collaborative theatre processes to create, perform, and revise scenes that are based on imagination and personal experience.

### Reading/English Language Arts Content Objective(s)

1.4.c Identify and explain what is not directly stated in the text by drawing inferences.  
1.4.d Draw conclusions based on the text and prior knowledge.  
1.4.h Connect the text to prior knowledge or personal experience.

### Objective(s) (Connecting the content areas)

Students will demonstrate their understanding of character traits by creating and presenting effective tableaux that reflect the character traits of two different characters in a story.

### Key Arts Vocabulary

*tableaux, acting tools and basic skills, point of concentration*

### Key Reading/English Language Arts Vocabulary

*warrior, shaman*

## Prior Knowledge Students Need for This Lesson

### Arts

- Tableaux

### Reading/English Language Arts

- The plot of the book
- Inference

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## Materials and Resources

### Materials and Resources for the Class

None

### Materials and Resources for the Teacher

*The Legend of the Indian Paintbrush* by Tomie dePaola

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## Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

- Students will generate a list of character traits for two different/contrasting characters (e.g., Little Gopher and a warrior or Little Gopher and the shaman) in the story *The Legend of the Indian Paintbrush* by Tomie dePaola.
- Students will do skill building activities to develop point of concentration.
- Students will review the definition of *inference* and generate some possible inferred lines of dialogue that would coincide with the character traits they identified.
- Students will then stand and take poses using the face and body to reflect these character traits. They will freeze in these poses with a point of concentration.
- The teacher will tap the shoulders (Shoulder Tap) of students who are focused. The students who are tapped will share one line of original dialogue the character might say.
- Students will then select or will be assigned one character trait for each of the characters. They will work in pairs or small groups to develop a tableau of a moment in the story where the character shows that trait.
- The teacher will post and review The Tableau Guidelines. This should clarify expectations.
- Students will rehearse and plan their two tableaux that demonstrate two scenes in the story where the characters demonstrate two different/contrasting character traits. The students will also plan an inferred line of dialogue that they will say when the teacher taps their shoulders.
- Students will present the tableaux. Before the teacher uses the Shoulder Tap for inferred dialogue, the audience will guess what character trait is being demonstrated.
- The teacher will then use the Shoulder Tap to hear the inferred dialogue.

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## Closure/Summary

Students will participate in a reflective discussion after each presentation about the effective use of The Tableaux Guidelines and of inference. Students will identify lines of dialogue that are good inferences and provide support for their answers from the text.

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## Assessment (Description/Tools)

- The Tableaux Guidelines will serve as an informal checklist for the tableau presentations. The guidelines should include: point of concentration, stillness, levels, use of accurate information, inferred dialogue for the Shoulder Tap, and a title.
- Students will choose one inferred line of dialogue and write a paragraph as to why it is a good inference using one or more details from the text.

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## Lesson Extensions

### Written Responses

- Students can select one character trait that they admire most and explain why.
- Students can select one character trait and connect it to a person in their own lives or world. They can explain the connection and tell how this person demonstrates this character trait.
- Students can read the story *The Legend of the Bluebonnet* by Tomie dePaola and compare and contrast the character traits of She-Who-Is-Alone with Little Gopher.

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